Human Development

formerly Vita Humana

An International Research Quarterly

Advisory Editors

G. W. Allport, Cambridge, Mass.
K. F. Bauer, Erlangen
J. E. Birren, Bethesda, Md.
C. Bondy, Hamburg
Ch. Bühler, Los Angeles, Cal.
M. Cesa-Bianchi, Milano
H. C. J. Duijker, Amsterdam
P. Fraisse, Paris
E. Gerfeldt, Düsseldorf
E. Greppi, Firenze
W. Hagen, Bonn
R. J. Havighurst, Chicago, Ill.
C. B. Hindley, London
H. Hoff, Wien
T. Husen, Stockholm
A. Karsten, Helsinki
M. L. Kellmer Pringle, London
J. Koch, Praha
A. H. El Koussy, Cairo
E. Linhart, Praha
R. Meili, Bern
K. F. Riegel, Ann Arbor, Mich.
L. Rosenmayr, Wien
K. Sato, Kyoto
R. Sieverts, Hamburg
W. Sjöstrand, Uppsala
A. Skård, Oslo
M. Smilansky, Jerusalem
L. Sontag, Yellow Springs, Ohio
A. Szeminska, Warszawa
I. Tolicic, Ljubliana
A. L. Vischer, Basel
A. T. Welford, Cambridge
R. Zazzo, Paris

Editors

M. J. Langeveld, Utrecht
B. L. Neugarten, Chicago, Ill.
H. Thomae, Bonn

1966 Vol. 9

BASEL (Switzerland) S. KARGER NEW YORK

All rights, including that of translation into foreign languages, reserved.
Photomechanic reproduction (photocopy, microcopy) of this book or part of it without special permission of the publishers is prohibited.

©

Copyright 1966 by S. Karger AG, Basel
Printed in Switzerland by Buchdruckerei Gasser & Cie. AG, Basel
Clichés: Aberegg-Steiner & Cie. AG, Bern

Index

Program — Symposium on the Occasion of the Twenty-Fifth Anniversary of the Committee on Human Development (June 3–5, 1965) 2

BAKAN, D.: Comments on D. FISKE's "On the Coordination of Personality Concepts and their Measurement" 84

FISKE, D. W.: On the Coordination of Personality Concepts and their Measurement 74

FOWLER, W.: Dimensions and Directions in the Development of Affecto-Cognitive Systems 18

GOOCH, S.: vide PRINGLE, M. L. KELLMER

HENRY, W. E.: Some Observations on the Lives of Healers 47

KOHLBERG, L.: Cognitive Stages and Preschool Education 5

KRAGH, U. and KROON, T.: An Analysis of Aggression and Identification in Young Offenders by the Study of Perceptual Development . . . 209

KROON, T.: vide KRAGH, U.

LEVINE, R. A.: Toward a Psychology of Populations: The Cross-Cultural Study of Personality 30

LIEBERMAN, M. A.: Comments on W. E. HENRY's "Some Observations on the Lives of Healers" 57

LIESHOUT, C. F. M. VAN: "Extreme" Forms of Normal Child Development . . . 152

MUNNICHS, J. M. A.: A Short History of Psychogerontology 230

NEUGARTEN, BERNICE L.: Adult Personality. A Developmental View 61

ORME, J. E.: Hypothetically True Norms for the Progressive Matrices Tests 222

PRINGLE, M. L. KELLMER: vide WALL, W.D.

PRINGLE, M. L. KELLMER and GOOCH, S.:
Children's Judgement of Wickedness: A Longitudinal Pilot Study. Part I: Changes in Judgement Between 11 and 15 Years of Age 177

PRINGLE, M. L. KELLMER and GOOCH, S.:
Children's Judgement of Wickedness: A Longitudinal Pilot Study. Part II: Changes of Judgement over a Period and Progress in School Subjects 191

RIEGEL, K. F.: Development of Language: Suggestions for a Verbal Fall-out Model 97

WALL, W. D. and PRINGLE, M. L. KELLMER:
The Clinical Significance of Standard Score Discrepancies Between Intelligence and Social Competence 121

Varia 89, 246

Index Rerum 250

Index Autorum 253

Index rerum ad Vol. 9

Achievement
– at school, 162–164
career –, 67–68
Achievement motivation
– and economic development, 33
Adulthood, 61 ff.
young –, 65–66
Affecto-cognitive systems
development of –, 18–29
Age differences
– in sentence comprehension and production, 109
– in speed of reading and writing, 105
– in transmission losses, 110–111
– in vocabulary and digit span, 103–104
Aggression, 209–221
– and defense mechanisms, 215–216
– and perceptual development, 213–216
– from fathers, 216–217
– in young offenders, 211–212
primary –, 210–214
Amok, 36
Anthropology, 231
Atayal
concept of dreams among the –, 12–13
Behavior
– at school, 162, 164–166
independence in –, 166
normal –, 62
Berdache, 39
BINET-BOBERTAG's
picture arrangements, 159–160
Career achievements, 67–68
Cannibalism, 35
Castration
fear of –, 187
Categorical differential, 41–43
Child development
extreme forms of normal –, 152–173
Climacteric changes, 64
Cognitive differentiation, 25
Cognitive stages, 5–17
Concentration, 164–165
Constitution, 167
Construct
personality –, 76–78
Crimes, 177–178
Cruelty to animals, 187
Culture
– and personality, 30
Cumulative homogeneity model, 75–76, 80, 82
Death of a loved one, 69–70
Defensive mechanisms, 209–210, 212, 217
– and aggression, 215–216
Development
child –, 62
extreme forms of normal –, 152–173
– and housing conditions, 154–155
individual differences, 85–86
– in puberty, 168–169
moral –, 178
mutation theory of –, 100–101
– of language, 97–120
perceptual –, 209–221
– and socio-economic status, 154–159
theories of –, 99–101
Developmental, 63
– changes, 72
– psychology, 230, 241
– stages, 18, 20, 22–23
Dream, 6 ff.
Education
preschool –, 16–17
Experience
components of –, 6, 12–13
openness to –, 78
selectivity, control, manipulation of –, 67
subjective and objective
Facets, 77–79
Fear
– of castration, 187
Frustration, 210
Gusii tribe, 34
Healers
adult professional life of –, 53–56
lives of –, 47–56
early – –, 49–50
training of –, 50–52
Health
– problems, 68–69
general –, 167
Identification, 209–221
– with a female role, 217–219

Impulsiveness, 78
Intelligence, 121–151, 160
– tests, 222–229
general intellective ability, 24
Intrapsychic processes, 71–73
J-curre of conformity behavior, 34–36
Kosher food practices, 38
Leader-follower, 165–166
Learning readiness, 19
Learning theory, 70
– and developmental stages, 19–21
Levinson Values Scales, 51
Lifestyle, 54, 59
Linguistics, 97–120
Lying, 196–206
Maturation
biological –, 167–169
– – and physical growth, 168–169
Measurement
– of personality concepts, 74–83
– of social competence, 121–123
– of time in physics, 98
– – in psychology, 99
Memory, 96
Menopause, 64
attitudes towards –, 64
Mental diseases
unusual –, 36
Method
case record, 8–10
cross-cultural, 30–46
cross-population –, 33
cross-sectional studies, 65, 154
exploratory study, 66
longitudinal studies, 64–65, 152–154, 177–208
percept-genetic –, 209–220
projective techniques, 71, 209, 212
psychometric –, 74–88
rating, 153 ff.
tachistoscope, 210–212
Middle age, 66–73
Model
– of cumulative homogeneity –, 75–76, 80–82
– of changes in word variability with test length, 116–118
relative frequency, 75, 80
verbal fallout –, 97–120
Moral judgment
– and intelligence, 178–179
individual differences in –, 182–183
Murder, 196, 206
Mutilation, 186–187
Need(s)
aggressive –, 210
disturbance of primary –, 209
n-Independence-Dependence, 51–52
n-Nurturance-Succorance, 51–52
Nightmare, 6
Nomothetical, 82
Oedipal phase, 218
Offenders
young –, 209–221
– – and aggressiveness, 211–212
Ojibwa Indians, 31, 36
Old age, 70–72, 230–245
Oral deprivation, 218
Orientation
child's – to reality, 6
Personality
adult –, 61–73
– as a projective stimulus, 84–85
– changes, 63–64
comparative study of –, 35
cross-cultural study of –, 30–46
emotional adjustment of –, 211
ethnic differences in –, 30
Personality concepts
coordination of –, 74–83
measurement of –, 74–83
Personality construct, 76–78
Perception
self –, 71
– of the world, 71
Perceptual development, 209–221
– and aggression, 213–216
Piblokto, 36–37
POPPELREUTER's eye-hand-co-ordination test, 160
Progressive Matrices Tests, 222–229
norms for the –, 222–229
– and age, 223–225
Psychoanalytic theory, 70–71
Psychogerontology
history of –, 230–245
– in America, 232–239
– in Europe, 239–243
Psychology
general –, 85–86
developmental –, 230, 241
– of populations, 44–45
– of the lifecycle, 240–241
Psychometrics, 74–83, 84–88

Psychotherapy, 48–60
Puberty
development in –, 168–169
Reaction-formation, 217
Reading
age differences –, 107–108
101–103
daily – of different age groups,
– age, 103
Relative frequency model, 75, 80
Role-taking
sexual –, 209
Scores composite –, 79–81
Senescence, 230, 245
Sentence comprehension and production
– at different age levels, 109
Sociability, 165
Social achievement, 148
Social background, 154–159
Social competence, 121–151
– and intelligence, 123–124, 148–149
– and social areas, 122
–, backwardness and subnormality, 146
–, intelligence and reading attainment, 122
parental attitude towards the children's attainment of –, 144, 147
sex differences in –, 122
Social conditions, 154–159
Social growth
– and intelligence, 149
Social maturity, 121–151
– and emotional stability, 149
Social precocity, 147
Task
developmental –, 25
Tests
validity of –, 74
Theory
learning –, 70
mutation – of development, 100–101
psychoanalytic –, 70–71
waste – of development, 100
Threat
– from the father-figure, 216–217
Time-perception, 97
Time-perspective
changes in –, 69–70
Transmission losses
– at different age levels, 110–111
Validity, 74
Values, 51
Verbal age, 112
Verbal fallout model, 97–120
Verbal fluency task, 105
Vineland Social Maturity Scale, 121–122, 126, 148–149
Vocabulary
active –, 105
age differences in –, 103–104
recognition –, 103–105
Waste theory of development, 100
Wicked deeds
–, and age, 180–184, 191–208
–, sex and intelligence, 180–184, 185–187, 191–208
Wickedness
children's judgement of –, 177–208
Windigo, 36, 39
Women
middle-aged, 64
Working definition, 76–81
Writing
age differences in the speed of –, 107–108
Youth-vigor value system, 69

Index autorum ad Vol. 9

B = Buchbesprechung – Book Review – Livre nouveau

Bakan, D., 84–88
Fiske, D.W., 74–83
Fowler, W., 18–29
Gooch, S., 177–208
Henry, W.E., 47–56
Kellmer Pringle, M.L., 121–151, 177–208
Kohlberg, L., 5–17
Kragh, U., 209–221
Kroon, T., 209–221
Lehr, U., 174–175 (B)
LeVine, R.A., 30–46
Liebermann, M.A., 57–60
Lieshout, C.F.M. van, 152–173
Munnichs, J.M.A., 230–245
Neugarten, Bernice L., 61–73
Orme, J.E., 222–229
Riegel, K.F., 97–120
Thomae, H., 174 (B)
Wall, W.D., 121–151